



## Appendix D



# **Sample Board of Education Policies for Professional Development**



**Notes**

**PERSONNEL SERVICES**

**Policy 4411  
(Regulation 4411)**

**Professional Activities, Training and Professional Growth**

**Professional Development Program**

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the “Outstanding Schools Act of 1993” Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee (PDC) to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher’s request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff, present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District’s staff development program.

**PERSONNEL SERVICES**

**Regulation 4411**

**Professional Activities, Training and Professional Growth**

**Professional Development Program**

The District supports professional development of its certified staff through the maintenance of a Professional Development Committee (PDC) as well as assistance programs for new teachers and resource programs for experienced teachers.

**Professional Development Committee (PDC)**

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher’s request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions, ideas and recommendations concerning instruction.

**Committee Composition**

Eligibility to serve on the committee will be restricted to certified employees with a minimum of five years of teaching and/or administrative experience. Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the



preceding member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.

#### **New Teacher Assistance Program**

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.



**Notes**

*Information Provided by the Missouri School Boards Association (MSBA)*

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## **PROFESSIONAL STAFF DEVELOPMENT**

The FIELD (District Common Name) Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the Professional Development Committee (PDC), will approve professional development plans for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

### **Professional Development Committee (PDC)**

#### ***Responsibilities***

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential\* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.

*\*NOTE: Matters discussed by a teacher and the Professional Development Committee (PDC) will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.*

#### ***Structure***

The committee shall have no more than nine (9) members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the FIELD (District Common Name). Professional Development Committee (PDC) members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

Committee members shall be selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.



### Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two (2) years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors must have five (5) years of teaching experience, and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors.

The superintendent or his or her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

### Assistance for Practicing Teachers

The district's Professional Development Committee (PDC) shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

\* \* \* \* \*

*Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Implemented: FIELD (Adopt Date)

FIELD  
(Revise Date)

Cross Refs: GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.  
5 CSR 80-800.010, 5 CSR 80-850.040

FIELD (District Location Line)



## Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCLA  
Critical

### Professional Development Programs

The Adrian R-III Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the Professional Development Committee (PDC), will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

#### Professional Development Committee (PDC)

##### *Responsibilities:*

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential\* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

*\*NOTE: Matters discussed by a teacher and the Professional Development Committee (PDC) will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.*

##### *Structure:*

The committee shall have six members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least three years of teaching experience and at least two years in the Adrian R-III school district. Professional Development Committee (PDC) members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than May 10 annually.

Committee members shall be selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.

#### Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the Adrian R-III school district will provide a



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professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building, to be readily available to the teachers and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

The superintendent or his or her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

### Assistance for Practicing Teachers

The District's Professional Development Committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

\* \* \* \* \*

Adopted: October 14, 1993

Revised: April 14, 1994

Cross Refs: GCBA, Professional Staff Salary Schedules  
GCBDA, Professional Staff Short-Term Leaves and Absences  
GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.  
5 CSR 80-800.010, 5 CSR 80-850.040

Adrian R-III School District, Adrian, Missouri



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**PROFESSIONAL DEVELOPMENT PROGRAMS**

The Branson R-IV School District Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the Professional Development Committee (PDC), will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

**Professional Development Committee (PDC)**

*Responsibilities:*

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential\* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district; and carry out the components of the District Comprehensive School Improvement Plan as approved by the superintendent and Board.

*\*NOTE: Matters discussed by a teacher and the Professional Development Committee (PDC) will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers and clergy have a legal right to privileged information.*

*Structure:*

The committee shall have no more than twelve members, with membership on the committee spread across disciplines and attendance centers. The superintendent and/or his or her designee shall serve in the capacity of advisor to the committee. Two (2) principals--one representing the elementary, one the secondary school shall serve as ex-officio members. Eight (8) teachers--two (2) from each attendance center (two each from the Primary, Intermediate, Junior High and High School) shall be selected by attendance center faculty through procedures established by the Branson Teachers' Association (BTA) and approved by the School Board.

The selection process will take place in the Spring. The members selected shall serve their terms beginning with the ensuing school year, from July 1 to June 30. This will allow the incumbent committee to finalize summer programming plans by working through the Spring, and if need be into the first part of the Summer. The new members will have the opportunity from their selection in the Spring and through the Summer to attend any workshops or training sessions appropriate to their role as committee members. As the Summer in-service programming will already have been established by the incumbent committee, as well as



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**Notes**

certain guidelines for the ensuing year, the “new” committee can concentrate on programming for the following year, as well as handle any necessary details for the current year to which they are selected.

Initially, four (4) of the teachers, one (1) from each attendance center, shall serve a one (1) year term, and the remaining four (4) shall serve a two (2) year term respectively. Thereafter each year four (4) teachers will be selected through the selection process for two (2) year terms, allowing for a staggered term format which ensures programming continuity. In the case of a resignation, the Branson Teachers’ Association (BTA) president shall decide whether to appoint or have selected by the appropriate attendance center a replacement, who shall complete the resignee’s unexpired term.

Principals shall serve the length of time appointed by the superintendent.

The Professional Development Committee (PDC) shall select a chairperson on a yearly basis and shall meet as the chairperson deems necessary.

Committee members shall be certified staff members with at least three (3) years of teaching experience and at least two (2) years in the Branson R-IV School District.

Committee members shall be selected by the classroom teachers, librarians and counselors of the district.

**Mentor Teacher Program**

In accordance with § 168.400.4 (1) and teacher certification rule 5 CSR 80-800.010, a mentor teacher program is hereby established.

***Definition***

A mentor teacher may be described as a coach, trainer, positive role model, developer of talent, and opener of doors. The mentor is a helper, not an evaluator.

***Appointment***

Each beginning teacher will be assigned a mentor by the appropriate building principal. In choosing a mentor, the principal shall take into consideration the mentor’s past specialized training and expertise, as well as grade level experience. The mentor shall have a minimum of five (5) years teaching experience.

***Responsibilities***

The mentor teacher shall work with the beginning teacher in implementing the Professional Development Plan as well as district in-service requirements. In working with the above, the mentor and beginning teacher may outline specific goals that will help ensure teaching success. The mentor is to act as a personal consultant and confidant.



## Notes

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The superintendent or his/her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

### Assistance for Practicing Teachers

The district's Professional Development Committee (PDC) shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

\* \* \* \* \*

Adopted: 03/14/1996

Cross Refs: GCBA, Professional Staff Salary Schedules  
GCBDA, Professional Staff Short-Term Leaves and Absences  
GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.  
5 CSR 80-800.010, 5 CSR 80-850.040

Branson R-IV School District, Branson, Missouri



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Notes

## PROFESSIONAL DEVELOPMENT PROGRAMS

### I. Statement of Purpose

The Excellence in Education Act of 1985 mandated the creation of Professional Development Programs for beginning and practicing teachers by all Missouri school districts.

The purpose of the Professional Development Committee (PDC) is to ensure that the Center School District plans, develops and implements professional development activities. These activities will assist the school district and individual professionals employed by the district to achieve the goals of the Center Board of Education and the State of Missouri.

The professional development programs stimulate and encourage the professional growth of both new and experienced teachers. Individual teachers view professional growth as a continuous process of refining skills and keeping abreast of new developments in the field of education. The programs that are developed will be well organized, systematic, and a cooperative effort involving teachers, administrators and School Board members.

### II. Membership

The Center School District Professional Development Committee (PDC) will consist of no more than eight (8) members who are elected by their colleagues. Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the Center School District. Professional Development Committee (PDC) members will be elected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be elected no later than March 31 annually. Each building will hold nominations and vote by written ballot. Both members will attend the May meeting; however, newly elected members do not have nominating or voting rights at this orientation meeting. Each of the elementary schools, the early childhood center, and the middle school has one (1) representative; the high school has two (2) representatives. The Professional Development Committee (PDC) Coordinator and the instructional and technology specialists are Ad Hoc members.

The principals of each school will be advisory members of the Professional Development Committee (PDC) and will attend each meeting for the purpose of advising the PDC, and of coordinating the professional growth activities of each building with the PDC. The designated administrative representative (professional development coordinator), principals and other administrators may not vote on issues before the PDC.



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FILE: GCLA-R

A rotating plan for replacing representatives is as follows:

1. If a Professional Development Committee (PDC) member resigns his/her position, a new member will be elected for the remainder of his/her term.
2. The members of the Professional Development Committee (PDC) shall nominate a chair and a recording secretary of the committee at its first meeting in May. Elections will be by written ballot. They shall serve a one-year term.
3. The committee will have available one (1) day of release time per month to carry out its responsibilities. The committee will meet on the second Wednesday of each month, as needed.
4. Each represented unit; high school, middle school, four (4) elementaries, and the early childhood center, will have its own building Professional Development Committee (PDC). Each building PDC will include a district PDC member and a building administrator.
5. If a Professional Development Committee (PDC) member or his/her alternate misses three (3) regularly scheduled meetings between August and May, a new member will be elected from that building.

### III. Responsibilities

The Professional Development Committee (PDC) is charged with ten (10) responsibilities. The PDC shall:

1. Plan, develop, coordinate and direct, within a plan approved by the superintendent of schools and, as necessary, the Board of Education, the professional growth activities of the Center School District with the intent of helping the superintendent and the Board of Education achieve their goals.
2. Work with beginning teachers and experienced teachers in identifying instructional concerns and remedies.
3. Develop and implement a mentor program.
4. Serve as a confidential consultant upon a teacher's request.
5. Assess faculty needs for developing in-service opportunities for school staff. Communicate the results of assessment to the entire staff.
6. Present to the Coordinator of Professional Development, faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district and develop a plan to address the needs and concerns that will be submitted to the Board of Education.



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7. Maintain appropriate records and conduct ongoing and annual evaluations of Professional Development Committee (PDC) activities for certified and classified personnel.
8. Provide training for new Professional Development Committee (PDC) members.
9. Submit to the superintendent of schools, by March 15 of each school year, the general plan for professional growth for the following school year, for his/her approval. The superintendent will submit the approved plan to the Board of Education for its approval in April of the year prior to the year of implementation.
10. Read, study and discuss research on instructional practices and quality professional development.

#### IV. In-Service Program

1. The district will provide appropriate in-service opportunities for meeting the concerns/needs of the staff and the goals of the Board of Education and the superintendent of schools. The district Professional Development Committee (PDC) will make plans for implementation of the in-service program, determine the time and place for the sessions, the kinds of sessions needed and the professional and resource persons to be used. This effort will be coordinated with the district PDC coordinator.
2. Goals and objectives for each session of the program should be clearly defined and understood by all teachers. The current goals of the Board of Education will determine the professional growth activities of buildings and individuals. Efforts will also be made to tailor programs to the needs of specific groups. The district Professional Development Committee (PDC) will designate by May of each year which in-service sessions will be used for district goals and which for building goals.
3. Principals in cooperation with the building Professional Development Committee's (PDC's) will plan and implement in-service days designated for building level goals.
4. The district Professional Development Committee (PDC) in cooperation with the district PDC coordinator will plan and implement in-service days designated for district goals.
5. An evaluation of each district and/or building in-service will be reviewed and kept on file by the district Professional Development Committee (PDC) for a minimum of seven (7) years.



## Notes

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6. When school is dismissed for teachers' meetings/in-service, it is expected that all teachers attend.

## V. Mentoring Program

Mentoring is the establishment of a personal relationship between an experienced educator(s) and a beginning teacher (protégé) for the purpose of professional support, instruction and guidance. The plan will address the teacher's first two (2) years in the classroom. The district representative will be the coordinator of the mentor program in cooperation with the building principals. The director of personnel will notify the appropriate college or university when graduates of their universities are hired. A coordinated plan for seminars and visitations for first and second year teachers will be developed by the district and higher education representatives.

### 1. Description of Mentor's Role

- a. The mentor should be on or near the same grade level, department or subject area of the protégé.
- b. Any teacher with five (5) years of teaching experience with a minimum of two (2) years in the district may be a mentor.
- c. The protégé/mentor relationship should last a minimum of two (2) years for teachers not having prior teaching experience.
- d. The mentor will work with the protégé in the building for one-half (1/2) day before school begins.
- e. The mentor will aid in the development of a Professional Development Plan written by the protégé along with the principal's assistance.
- f. The responsibility of the mentor is that of "helper" and not evaluator.

2. Mentors shall receive their assignments with adequate time to help the protégés to prepare their initial Professional Development Plan. They also have a right to decline.

### 3. Mentors will receive training and compensation:

- a. Mentor training.
- b. An option of \$150 stipend for the year, or district professional development credit.



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- c. Substitute days coordinated with the principal to meet the goals of the program. (Example: Mentor working in protégé's room for one-half (1/2) day...or vice versa; conferencing time; whatever is needed.)

#### 4. Evaluation

Mentors and protégés shall be asked to evaluate the program in writing and to make suggestions for improvement annually.

#### 5. Description of Principal's Role

- a. Inform staff of mentor requirements and responsibilities.
- b. Select mentor/protégé teams.
- c. Attend informational workshops.
- d. Identify areas needing support.
- e. Monitor mentor/protégé relationship.
- f. Coordinate mentoring activities at the building level.
- g. Respect confidentiality of mentor/protégé relationship.

#### 6. Description of Protégé's Role

- a. Develop and implement a long-term professional development plan with the aid of the mentor and building principal.
- b. Become self-sufficient in the classroom.
- c. Plan with the mentor a general yearly schedule of activities (Mentor/Protégé Action Plan).
- d. Maintain and submit appropriate documentation to principal and coordinator of the mentor program.

#### 7. Description of Coordinator's Role

The coordinator will implement all aspects of the mentor program.

- a. Establish mentor/protégé teams with the assistance of the building principal.
- b. Develop and implement the new teacher orientation program for mentors and protégés.



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FILE: GCLA-R

- c. The Mentoring Handbook will be provided to each mentor and protégé.
- d. Develop and implement a minimum of two (2) half-day group sessions for mentors and protégé pairs.
- e. Coordinate the mentor compensation programs.
- f. All documentations such as correspondence, evaluations and information shall be forwarded to the district level Professional Development Committee (PDC) chairperson.
- g. Conduct in-service evaluations and an annual evaluation of the mentoring program.
- h. Be responsible for the mentoring budget.

## VI. Orientation

The district Professional Development Committee (PDC) will conduct an annual orientation meeting for all teachers at the beginning of each year.

At the meeting the Professional Development Committee (PDC) shall:

1. Provide an overview of objectives, roles and responsibilities of the Professional Development Committee (PDC).
2. Describe the process by which the district and building committees will meet their responsibilities.
3. Stress the individual teacher's role in the assessment of in-service needs.
4. Clearly delineate the difference between Professional Development Committee (PDC) mentor program and the evaluation process.

## VII. Evaluation

The Professional Development Committee (PDC) considers ongoing evaluation of its activities to be a valuable means of upgrading its services to the district's staff and students. The committee's evaluation efforts will be three-pronged:

1. The committee will conduct a self-evaluation of the year's activities, to be completed annually during the month of May, and file it with the Coordinator of Professional Development.





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2. Mentors and protégés shall be asked, during the month of March, to evaluate the mentoring program in writing and to make suggestions for improvement(s).

These evaluations will be filed with the coordinator of professional development and filed/reviewed by the Professional Development Committee (PDC).

3. An evaluation of each district and/or building in-service will be conducted and filed with the coordinator of professional development and the district level Professional Development Committee (PDC) chairperson. These evaluations will be reviewed by the PDC.

\* \* \* \* \*

Approved: 02/19/1997

Revised: 02/28/2000; 07/24/2000

Center School District #58, Kansas City, Missouri



**Notes**

*Information provided by the Missouri School Boards Association (MSBA)*

FILE: GCLB  
Critical

**PROFESSIONAL STAFF CAREER LADDER PROGRAM**

The FIELD (District Common Name) will participate in a voluntary Career Ladder Program for its professional staff. Information concerning the Career Ladder plan is available upon request in the district's central office.

\* \* \* \* \*

*Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.*

Adopted: FIELD (Adopt Date)

FIELD (Revise Date)

Cross Refs: GCL, Professional Staff Development Opportunities

Legal Refs: § 168.500.-515, RSMo.

FIELD (District Location Line)



Information provided by the Missouri School Boards Association (MSBA)

## Notes

FILE: DB  
Critical

### ANNUAL BUDGET

One of the primary responsibilities of the Board of Education is to secure adequate funds to conduct a quality program of education in the school district. The annual school budget represents a written document presenting the Board's plan for allocation of the available financial resources into an explicit expenditure plan to sustain and improve the educational function of the school district. It is a legal document describing the programs to be conducted during the fiscal year, and is the basis for the establishment of tax rates for the district.

The budget shall be based on the educational needs and financial ability of the district as cooperatively identified by the superintendent and staff, the Board of Education, and the school community. As such, the annual school budgeting process is an important function of school district operations, and should serve as a means to improve communications within the school district organization, and with the residents of the community.

Public school budgeting is regulated and controlled by state statutes and regulations. A budget is required for every fund that the school district uses in its yearly operation. The annual budget of the school district shall be considered as a controlled spending plan for the ensuing fiscal year. The superintendent is authorized to make expenditures and commitments in accordance with the annual budget, and in harmony with specific policies, rules and procedures of the Board of Education, administrative plans approved by the Board, the district's system of internal accounting, and the state statutes. The same procedures shall be followed with respect to expenditures provided for by specific Board of Education action.

\* \* \* \* \*

*Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.*

Adopted: FIELD (Adopt Date)

FIELD (Revised Date)

Cross Refs: DBB, Fiscal Year

Legal Refs: §§ 67.010-.110, RSMo.

FIELD (District Location Line)



**Notes**

*Information provided by the Missouri School Boards Association (MSBA)*

FILE: DBD  
Critical

**DISTRICT BUDGET**

The superintendent shall be designated by the Board to serve as the budget officer of the district. As the budget officer, the superintendent will direct the planning and preparation of the budget, and will submit it to the Board for approval. The superintendent will present a tentative budget proposal for the following year to the Board as provided in § 67.020, RSMo., and the final budget proposal before the new fiscal year begins.

The planning and preparation of the budget is a continuing process. It must involve a number of people who have knowledge of the educational needs of the community and who can provide accurate data in regard to the financial potential of the district. Members of the Board, citizens, students, and professional and support staff members should be involved in the planning process, which culminates in the preparation of the budget document. The superintendent will establish procedures that seek input from the appropriate people on budgetary needs, and which consider the priorities established by the Board.

In assuming responsibility for budget preparation, the superintendent will observe the guidelines on budget preparation as cited in state statutes, as well as regulations issued by the Missouri Department of Elementary and Secondary Education (DESE).

The budgeting system will be organized and presented in accordance with the format required to comply with state statutes and the regulations of the Department of Elementary and Secondary Education (DESE), as based on *Handbook II, Revised*, and as modified by the *Missouri Financial Accounting Manual, Revised*.

The annual budget document shall present a completed financial plan for the ensuing budget year, and shall include at least the following statutory requirements:

- ⇒ A budget message describing the important features of the budget and major changes from the preceding year.
- ⇒ Estimated revenues to be received from all sources for the budget year, with a comparative statement of actual or estimated revenues for the two (2) years next preceding, itemized by year, fund and source.
- ⇒ Proposed expenditures for each department, office and other classification for budget year, together with a comparative statement of actual or estimated expenditures for the two (2) years preceding, itemized by year, fund, activity and object.
- ⇒ The amount required for the payment of interest, amortization and redemption charges on the debt of the school district.
- ⇒ A general budget summary.



In no event shall the total proposed expenditures from any fund exceed the estimated revenues to be received plus any unencumbered balance, or less any deficit estimated for the beginning of the budget year. Upon the recommendation of the superintendent, the Board will approve a system of internal accounting to ensure proper financial accounting of revenues and expenditures.

The superintendent, working with the staff, shall prepare a tentative budget for the next fiscal year. This budget must be ready for Board consideration before the beginning of the fiscal year. The Board may revise the items contained therein, and will at that meeting adopt the portion of the budget dealing with the salary schedule and the needed tax rate for the district. Should the adopted budget require an increase in the tax levy above the authorized level that the Board may levy, the tax levy increase shall be presented to the voters for approval. If the voters fail to pass the tax levy increase, the budget shall be appropriately adjusted.

The Board will conduct at least one (1) public hearing in regard to the proposed budget and taxation rate. The superintendent will present a final budget to the Board at a regular or special Board meeting before the new fiscal year begins.

The adopted budget of the FIELD (District Common Name) serves as the control to direct and limit expenditures in the district. Overall responsibility for assuring control rests with the superintendent, who will establish procedures for budget control and reporting throughout the district.

The total amounts which may be expended during the fiscal year for the operation of the school district are set forth in the budget. The total budgeted expenditure for each program is the maximum amount that may be expended for that classification of expenditures during the school year, unless a budget transfer is recommended by the superintendent and is approved by the Board.

In cases where a proposed expenditure has not been included in the adopted budget or considered by the Board, no action shall be taken until the superintendent informs the Board of the emergency need of the expenditure and the balances in the specific funds. Thereafter, the Board may follow one (1) of the two (2) following plans:

1. It may appropriate an amount sufficient to take care of the needed expenditure from the unencumbered budget surplus, provided the appropriation and expenditure can be made from the proper fund; or
2. When the unencumbered budget surplus is insufficient to meet the emergency, the Board of Education shall instruct the superintendent to revise the budget in order that sufficient funds may be available for the emergency expenditure, if the expenditure is approved by the Board.

The Board will review the financial condition of the district monthly, and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining



## Notes

balances in each fund. This statement will be used as a guide for projected purchasing and as a guide for budget transfers.

During the budget year, the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one (1) account to another, subject to limitations provided by state laws and approval by the Board.

All monies received by the school district shall be disbursed only for the purposes for which they are levied, collected or received.

\* \* \* \* \*

*Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.*

Adopted: FIELD (Adopt Date)

FIELD (Revised Date)

Cross Refs: DI, Fiscal Accounting and Reporting/Accounting System

Legal Refs: §§ 67.010-.110, 165.016, .021, .051, .091, .131, RSMo.

Mo. Constr., Art. VI, § 26

*Mercantile Bank of Illinois v. School District of Osceola*, 834 S.W.

2d 737 (Mo. bank 1992)

FIELD (District Location Line)



## Appendix E



# Sample Individual Professional Development Plans and Logs



*Information provided by the Missouri School Boards Association (MSBA)*

### **Sample Individual Professional Development Plan Initial Professional Development**

The purpose of a professional development plan and portfolio is to give an educator the tools necessary to guide him or her through a continuous lifelong process. This process is based upon the individual educator's needs, and the needs of the district. It is designed so that the life-long learning component is aligned to ultimately improve student achievement.

The means to achieve the ongoing goals and plans-of action for every educator will be different. Every educator will not have the same plan for various reasons, including individual strengths, weaknesses, and learning styles.

The *DESE PDC Guidelines* Committee and the Missouri Department of Elementary and Secondary Education's (DESE's) section of Professional Development has provided forms which may be used as a basic model for the development of a professional plan. Also included is a St. Louis RPDC "Professional Growth Log." It should be emphasized, however, that these materials are offered as samples only. Each district will want to develop a specific plan which may include material mentioned but will also include items that address the uniqueness of the local staff and district.

Educators may want to use a portfolio process to collect data and artifacts that support the goals and plan-of-action of the professional development plan. This will assist the reviewer in determining the success of the plan. Data and artifacts could include such things as workshop certificates, report cards, letter of recognition and/or acknowledgment, names and dates of conferences attended, awards received, a videotape of teaching and review form, and a reflection journal.

#### **Specific "how-to's" for the completion of a professional development plan include:**

1. Developing a plan with a mentor using individual and school assessments, teacher standards, goals of the district, school improvement plan, etc. (See Teacher Self-Assessment Inventory)
2. Listing goals and prioritizing according to the standard indicated.
3. Giving headings to major goals with specific plans-of-action and strategies.
4. Identifying the resources needed to achieve the goals and the persons involved.
5. Reviewing the plan and supporting portfolio during specified dates to evaluate success and redefine goals and plans-of-action.
6. Recording all information, books read, conferences attended and notes.

As districts design professional development plans and programs based on local needs, CSIP goals and professional development philosophy, they may wish to obtain additional information by attending the annual Show-Me Professional Development Conference and/or contacting an institution of higher education, a teachers' association, the local Regional Professional Development Center (RPDC) or other resources through the Department of Elementary and Secondary Education.

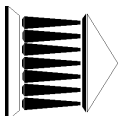


**Individual Professional Development Plan**  
(In alignment with 2000 PBTE Guideline Standards)

Sample 1

Standards	Goals	Strategies/Actions	How to be Measured	Resources Needed	Persons involved with process	Review Date	Date Achieved or On-Going	Notes
The teacher causes students to actively participate and be successful in the learning process							/ / / /	
The teacher uses various forms of assessment to monitor and manage student learning							/ / / /	
The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior							/ / / /	
The teacher communicates and interacts in a professional manner with the school community							/ / / /	
The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance							/ / / /	
The teacher acts as a responsible professional in addressing the overall mission of the school district								

for Student Success



Notes



Notes

(SAMPLE)

**TEACHER SELF-ASSESSMENT INVENTORY**  
of Skills and Interest

NAME \_\_\_\_\_

GRADE LEVEL \_\_\_\_\_

SUBJECT AREA \_\_\_\_\_

PLEASE RESPOND TO EACH ITEM

INTEREST

Please Circle

Minimal

High

The teacher causes students to actively participate and be successful in learning process:

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas 1 2 3 4

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom 1 2 3 4

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems. 1 2 3 4

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society. 1 2 3 4

The teacher uses various forms of assessment to monitor and manage student learning

5. The teacher uses various ongoing forms of assessment to monitor and manage student learning. 1 2 3 4

6. The teacher provides continuous feedback to students and families.

1 2 3 4

7. The teacher assists students in the development of self-assessment skills.

1 2 3 4

8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides. 1 2 3 4

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students. 1 2 3 4



## (SAMPLE)

## Notes

The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior

10. The teacher demonstrates appropriate preparation of instruction.

1 2 3 4

11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.

1 2 3 4

12. The teacher creates a positive learning environment.

1 2 3 4

13. The teacher effectively manages student behaviors.

1 2 3 4

The teacher communicates and interacts in a professional manner with the school community

14. The teacher communicates appropriately with students, parents, community, and staff.

1 2 3 4

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

1 2 3 4

The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance

16. The teacher successfully engages in professional development activities consistent with the goals and objectives of the building, district, and state.

1 2 3 4

17. The teacher engages in professional growth.

1 2 3 4

The teacher acts as a responsible professional in addressing the overall mission of the school district

18. The teacher adheres to all the policies, procedures and regulations of the building and district.

1 2 3 4

19. The teacher assists in maintaining a safe, and orderly environment.

1 2 3 4

20. The teacher collaborates in the development and or implementation of the district's vision, mission, and goals.

1 2 3 4



Notes

XXXXXX SCHOOL DISTRICT  
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

NAME \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

SCHOOL \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

POSITION (Grade/Subject/Admin.) \_\_\_\_\_

1. Related District Comprehensive School Improvement Plan (CSIP) Goals:

2. Related School Improvement Plan (SIP) Goals:

3. Measurable objectives for professional growth:

**Objectives**

**How Measured (Data to be Collected)**

(What do you want to improve? How do you want to grow? What will that look like in terms of student achievement?)

(What data that is directly related to student achievement, as well as to your professional growth activities/plan will you collect?)

4. Activities, Timeline, and Benchmarks:

**Activities**

**Timeline**

**Benchmarks** \_\_\_\_\_

(Specifically, what will you do? Itemize.)

(When will you participate in each activity?)

(What data/information will be collected for review and discussion?)

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Sample 3**

**Notes**

**Individual Professional Development Plan**

**Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Employment Date:** \_\_\_\_\_

**1. VISION/MISSION (Aligned with District and Building Vision/Mission)**

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**2. GOALS--COMMITMENT**

**A. Professional Goals**

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**B. Personal Goals**

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**3. PLAN-OF-ACTION INSURING SUCCESS**

**A. Professional Goals**

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**Notes**

**(SAMPLE)**

B. Personal Goals

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4. BIGGEST CHALLENGE OR BARRIERS TO ACHIEVE GOALS

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5. TIMETABLE

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6. ACCEPTABLE EVIDENCE OF ATTAINMENT

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A. Excellence:

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B. Failure:

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(SAMPLE)

7. BENEFITS/REWARDS/CELEBRATION

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OTHER COMMENTS:

Notes



## Notes

## Sample 4

(Carroll Independent School District)

School Year \_\_\_\_\_

**Individual Development Plan for Instructional Staff**

Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
Campus \_\_\_\_\_ Assignment \_\_\_\_\_ Plan Approved \_\_\_\_\_  
Supervisor's Initials \_\_\_\_\_ Date \_\_\_\_\_

**District Training Options:**

If you are participating in K-3 or 4-6 Literacy Assessment training, the 30-Hour G/T training, or the 7-Day Cognitive Coaching training, you will complete this form at that training.

**Identify the District OR Campus Staff Development Goal to which your Individual Development Plan (IDP) is aligned:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Desired Outcome for Individual Development Plan:**

- ☐ State your Desired Outcome for the year (What do you want to improve/change so student learning improves?)

\_\_\_\_\_  
\_\_\_\_\_

- ☐ List your plan of activities that will help you achieve your Desired Outcome:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☐ Identify the evidence or indicator for each level below that you will present to your supervisor that demonstrates:

1. how you have USED your new knowledge and/or skills:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. how your Independent Development Plan (IDP) DESIRED OUTCOME has impacted student learning:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SIGN UPON COMPLETION OF PLAN ACTIVITIES:**

Employee's Signature \_\_\_\_\_ Date of Accomplishment \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date of Accomplishment \_\_\_\_\_

Professional Development Plan for Teachers

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_





## PERSONAL CONTINUOUS GROWTH PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_

School Success Correlates	Planned Outcomes	Implementation Strategies	Indicators of Success (Data)



Notes

Sample 6

**Individual Professional Development Plan**  
**ORGANIZATIONAL GOALS**

“Without explicit learning goals, we are simply not set up and organized for improvement for results. Only such goals will allow us to analyze, monitor, and adjust practice toward improvement.”

Mike Schmoker

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Supervisor: \_\_\_\_\_

District Goal(s)

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School Goals(s)

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*Section A: Goals for Personal Growth*

**Notes**

Date: From \_\_\_\_\_ To \_\_\_\_\_

What I want to learn more about:

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How will this support student learning:

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Possible strategies:

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[illegible]

## Section C: Professional Readings, Books, Journals, Documents, etc.

[illegible]

[illegible]

*Section E: Personal Review File*  
*Letters of Support, Thank You Notes, Certificates, etc.*

[illegible]



## Notes





# **Sample Professional Growth Logs**



Notes

## COLLABORATIVE STAFF DEVELOPMENT FOR STUDENT LEARNING

“Student learning outcomes should provide the starting point for all school improvement and staff development efforts.”

Tom Guskey  
Dennis Sparks

Through the use of a Personal Growth Log, teachers can reflect on their goals for personal development and participate in the establishment of a written summary of their recent teaching and learning experiences. The process will focus on the positive correlation between the teacher’s efforts and students’ success in the achievement of the learning outcomes.

The following is an outline of some indicators which could be addressed during planning, discussions and the organization of written summaries.

### PLANNING FOR INSTRUCTION AND ASSESSMENT

- Addressing needs for students
- Differentiation of program to meet student needs
- Reference to Show-Me Standards
- Adaptation of curriculum
- Variety of instructional resource materials and evaluation tools
- Collaboration with colleagues
- Validation of student achievement
- Planning for positive learning behaviors
- Alignment of assessment with curriculum and instruction

### LEARNING ENVIRONMENT

- Classroom atmosphere; rapport with students
- Recognition of students’ backgrounds and individual needs
- Management techniques and routines
- Communication with students, parents and community
- Classroom work space
- Time management

### TEACHING AND LEARNING STRATEGIES

- Identification of student needs
- Modification of program as required
- Recognition of student knowledge and experiences
- Use of a variety of instructional strategies, groupings and resources
- Relevance of program
- Integration of program
- Involvement of students in planning and evaluating
- Communication with students and parents



**TEACHING AND LEARNING STRATEGIES, cont'd.**

- Opportunities to reflect, consolidate learning and pose questions
- Interactions with colleagues, students and parents
- Consultation and co-planning with colleagues

**ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT**

- Diagnosing student needs
- Use of a variety of assessment tools
- Alignment of learning outcomes, instruction and evaluation
- Involvement of students in evaluation
- Communication with students and parents
- Establishment of relevant criteria for evaluation
- Use of assessment data to improve instruction

**INTERPERSONAL SKILLS AND ATTITUDES**

- Demonstration of respect, courtesy, tolerance, openness
- Demonstration of consistent and fair actions
- Development of a supportive atmosphere
- Demonstration of effective communication skills
- Demonstration of adaptability and flexibility
- Participation in solving problems
- Collaboration with colleagues

**CONTRIBUTIONS TO SCHOOL SUCCESS**

- Demonstration of the values of the school, district and state
- Contribution to a school success plan
- Participation in school/district committees
- Facilitation of professional growth of colleagues
- Establishment of co-operative working relationships with colleagues
- Contribution to school events
- Establishment of effective parent and community relations



Notes

(SAMPLE)

**MENTOR/MENTEE LOG**  
**First Quarter '01-'02**

Please check all activities accomplished, and list the approximate date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Met and got acquainted	_____
<input type="checkbox"/> Developed collegial relationship (continue to monitor progress)	_____
<input type="checkbox"/> Discussed Professional Development Plan (PDP)/Inservice Hours	_____
<input type="checkbox"/> Set up weekly/biweekly meeting time	_____
<input type="checkbox"/> Shared resources	_____
<input type="checkbox"/> Set date to observe in mentor's class	_____
<input type="checkbox"/> Set date to observe mentee	_____
<input type="checkbox"/> Discussed teacher evaluation	_____
<input type="checkbox"/> Discussed first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Scheduled meetings/inservice for this year	_____
<input type="checkbox"/> Held question/answer period	_____

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
**Mentor**

\_\_\_\_\_  
**Mentee**



(SAMPLE)

## MENTOR/MENTEE LOG

### Second Quarter '01-'02

Please check all activities accomplished, and list the approximate date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Finalized Professional Development Plan (PDP) and made copies for both of us and the principal	_____
<input type="checkbox"/> Met for informal discussions (in the hall and at lunch)	_____
<input type="checkbox"/> Celebrated together by _____	_____
<input type="checkbox"/> Talked about first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed classroom problems	_____
<input type="checkbox"/> Scheduled second classroom observation	_____
<input type="checkbox"/> Watched each other teach	_____
<input type="checkbox"/> Talked about what we saw	_____
<input type="checkbox"/> Met with Principal to discuss how things are going	_____
<input type="checkbox"/> Discussed professional development opportunities	_____
<input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom.	_____

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
**Mentor**

\_\_\_\_\_  
**Mentee**



Notes

(SAMPLE)

**MENTOR/MENTEE LOG**  
**Third Quarter '01-'02**

Please check all activities accomplished, and list the approximate date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Continued informal contact (hallway/lunch)	_____
<input type="checkbox"/> Reviewed Professional Development Plan (PDP)/Inservice Hours	_____
<input type="checkbox"/> Reviewed attendance at building/district events	_____
<input type="checkbox"/> Scheduled third observation	_____
<input type="checkbox"/> Discussed a new/innovative teaching strategy	_____
<input type="checkbox"/> Evaluated relationship so far	_____
<input type="checkbox"/> Celebrated by _____	_____
<input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom	_____

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
**Mentor**

\_\_\_\_\_  
**Mentee**



(SAMPLE)

## MENTOR/MENTEE LOG

### Fourth Quarter '01-'02

Please check all activities accomplished, and list the approximate date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Finalized Professional Development Plan (PDP), copy sent to _____ at _____	_____
<input type="checkbox"/> Finalized Inservice Hours form, copy sent to _____ at _____	_____
<input type="checkbox"/> Set Professional Development Plan (PDP) goals for next year	_____
<input type="checkbox"/> Evaluated program	_____
<input type="checkbox"/> Celebrated/recognized accomplishments	_____

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
**Mentor**

\_\_\_\_\_  
**Mentee**

(SAMPLE)  
Log of Activities

Number	Date	Title of Workshop, Activity, Strategy	Hours	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

